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كلية التربيه للعلوم الانسانيه

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# البحوث المنجزه

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## A Contrastive Study of Modulation in English and Arabic

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### Abstract

Modulation is a term that denotes using modals and other constructions to refer to such functions as ability, obligation, permission and willingness. The present study is descriptive and contrastive. The aim of this study is to describe English and Arabic in terms of modulation as manifested in the four mentioned functions. The study starts with giving a description of modulation in English and Arabic. The following step is making comparisons regarding the four functions successively. The study concludes that this phenomenon is found in both languages with the existence of a number of differences in addition to some similarities.

**Keywords:** Contrastive Linguistics, Grammar, Modulation, English, Arabic

### 1. Introduction

The constraining factors of modal verbs can be divided into two groups. The first group includes permission, obligation and volition which involve some kind of intrinsic human control over events (denotic), and the second consists of possibility, necessity and prediction which do not primarily involve human control of events, but do typically involve human judgment of what is or is not likely to happen (extrinsic).

This study deals with the factors stated in the first group, that is modulation which means the use of modal auxiliaries to express willingness, ability, permission, obligation (Al-Hamash and Abdullah, 1976: 144). The term is different from other terms like 'mood, modality'.

The topic has not been investigated within the field of contrastive analysis. Modal verbs can also be considered as a source of confusion since each modal auxiliary has more than one meaning.

In this study, the term modulation does not deal with alternations of stress and intonation which forms a part of the phonological process and refers to the differences in paralinguistic (see Hall, 1969: 179 and Matthews, 2007: 249).

The aim of the paper is to give a description of the modals expressing ability, obligation, permission, and willingness in the two languages. Then the results of the study accept its hypothesis which is that modulation exists in English and Arabic with a number of similarities and differences.

The examples in the English section are written in English and those in the Arabic section are transliterated using the Iraqi Arabic phonemic symbols and then they are translated into English. The same is with all the syntactic and semantic terms used in this paper.

### 2. Literature Review

#### 2.1 Ability in English and Arabic

In the following section, the structure and function of ability in English and Arabic are compared.

##### 2.1.1 Ability in English

*Can* and *could* express physical mental ability (power and capacity) and possibility (Quirk et al., 1985: 221 and Eastwood, 2003: 108-10):

- (1) Can you remember where I live?
- (2) Magda could speak three languages at the age of six.

*Can* is used to describe ability and *cannot* describes a lack of ability in the present:

## The Iraqi EFL Learners' Use of Permission, Obligation and Prohibition

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### Abstract

The study aims at specifying the different types of directives available in the literature about speech acts; showing their relationship; and investigating the ability of the Iraqi EFL learners to recognize and produce the aforementioned speech acts. To validate the hypotheses of the study, a test is used to measure the ability of the fourth year subjects, at Thi-Qar University, College of Education for humanities, to recognize and produce permission, obligation and prohibition. It is hypothesized that the Iraqi EFL learners' performance at the recognition level is better than that at the production of permission, obligation and prohibition; their performance of permission at both the recognition and production levels is better than that of obligation and permission; they tend to use some specific linguistic forms which are characteristic of the types of directives. The study concludes that the subjects' performance at the recognition and production levels do not reveal a moderate mastering of permission, obligation and prohibition. In spite of that, their recognition level is better than their production and they have weaknesses at the pragmatic level of the selected directives.

**Keywords:** permission, obligation, prohibition, Iraqi EFL learners

### 1. Introduction

The study deals with three categories of directive speech acts. Directives are defined as "speech acts by which speakers direct or elicit actions by others" (Matthews, 2007, p. 106) or "to get other people to do something for the speaker" (Crystal, 2003, p. 140). In permission, the speaker permits the hearer to do a certain action, in obligation, similarly, the speaker desires to oblige somebody to do something, and in prohibition, the speaker intends to get someone else not to do something.

It is noticed that advanced Iraqi EFL learners face certain difficulties in recognizing and producing directives like permission, obligation and prohibition. It is also realized that the Advanced Iraqi EFL learners have problems in identifying the relationship among the aforementioned speech acts.

The study aims at

- 1). specifying the different forms of permission, obligation and prohibition available in the literature about speech acts and showing the relationship among their type; and
- 2). investigating the ability of the Iraqi EFL learners to recognize and produce the aforementioned speech acts.

In the study, it is hypothesized that the Iraqi undergraduate EFL learners;

- 1). perform better at the recognition level than that at the production one in using permission, obligation and prohibition;
- 2). have a low performance at the pragmatic level of the selected directives;
- 3). perform better at both the recognition and production levels of permission than those of obligation and prohibition;
- 4). are unable to realize the relation among the mentioned speech acts; and
- 5). tend to use particular linguistic forms to express the cited speech acts.

## Stress in English and Arabic: A Contrastive Study

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### Abstract

This study is descriptive which describes and compares stress in English and Arabic in order to arrive at the points of similarity and difference. This is primarily achieved by showing its degrees, types, and functions, by surveying the literature available and by contrasting it in the two compared languages, conducting a contrastive study. The study hypothesizes that there is no difference between English and Arabic in terms of degrees, types and functions of stress. The study finds out that stress as a phenomenon exists in both languages and it is not phonemic. In addition, in both languages, it is connected with strong syllables, and its primary functions of stress are emphasis and contrast.

**Keywords:** contrastive study, stress, English, Arabic

### 1. Introduction

Stress is the most familiar prosodic feature which is problematic in that it is difficult to describe its actual nature. In English, phonologists are in disagreement about whether to tackle stress from an articulatory point of view (what the speaker does in producing stressed syllables) or from an auditory one (what the characteristics of sounds that make a syllable seems to a listener to be stressed). Many writers say that English word stress is a property of words themselves and to be learned when the word itself is learned. If it is wrongly placed, words become unrecognizable. However, it must be distinguished that in most cases when a native speaker of English comes across unfamiliar words, s/he pronounces them with correct stress. It would be wrong to say that stress pattern is always fixed in English words because stress position may be changed for one of two reasons: either as a result of stressing other words which occur next to the word in the question or as a result of the native speakers being not in agreement on the placement of stress in some words.

In Arabic, stress as a phenomenon is present and it is so clear in standard dialect, but its study is scatted in bits in different references using very traditional references. Some phonologists believe in stress as a property of words while others set a list of rules to stress placement.

The present study deals with stress as a prosodic feature which makes up the prominence of sounds, syllables, words, phrases and sentences. It attempts to answer the following questions:

- 1). What are the rules which one follows to stress a syllable or syllables correctly in English and Arabic?
- 2). What is the extent to which the change of stress placement affects the meaning of a sentence in English and Arabic?
- 3). What are the similarities and differences in stress between English and Arabic?

The study aims at:

- 1). Describing stress in English and Arabic respectively.
- 2). Comparing and contrasting stress in English and Arabic by defining it, showing its degrees, types, and functions.
- 3). Showing to what extent both languages are similar or different from each other as far as stress is concerned.

The present study hypothesizes that there are no differences between stress in English and Arabic in degrees, types, and functions.

## The Iraqi EFL Learners' Use of Permission, Obligation and Prohibition

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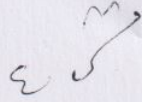
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## A Contrastive Study of Modulation in English and Arabic

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The topic has not been investigated within the field of contrastive analysis. Modal verbs can also be considered as a source of confusion since each modal auxiliary has more than one meaning.

In this study, the term modulation does not deal with alternations of stress and intonation which forms a part of the phonological process and refers to the differences in paralanguage (see Hall, 1969: 179 and Matthews, 2007: 249).

The aim of the paper is to give a description of the modals expressing ability, obligation, permission, and willingness in the two languages. Then the results of the study accept its hypothesis which is that modulation exists in English and Arabic with a number of similarities and differences.

The examples in the English section are written in English and those in the Arabic section are transliterated using the Iraqi Arabic phonemic symbols and then they are translated into English. The same is with all the syntactic and semantic terms used in this paper.

### 2. Literature Review

#### 2.1 Ability in English and Arabic

In the following section, the structure and function of ability in English and Arabic are compared.

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- (1) Can you remember where I live?
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*Can* is used to describe ability and *cannot* describes a lack of ability in the present:

# Affixation in English and Arabic: A Contrastive Study

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## Abstract

The present study is descriptive, analytic and comparative because it describes affixation in English and Arabic to arrive at the similarities and differences between the two languages. This study aims at describing, analyzing and comparing affixation in English and Arabic by defining it, showing ways of classifying affixes and illustrating their types. The final finding of this study is that affixation is found in the compared languages. English is concerned with the types of affixes through the process of affixation. Arabic is interested in the idea of al-wazn in the process of affixation and it does not pay much attention to the types of affixes though both of the two languages have the same ways of classifying affixes.

**Keywords:** contrastive analysis, morphology, affixation, English, Arabic

## 1. Introduction

Affixation is one morphological way of making new words. The researcher finds a difficulty in dealing with such a topic because it has not been tackled before by anyone. The present study aims at comparing and contrasting affixation (Al ilSaq) in English and in Arabic by defining it, showing the different ways of classifying affixes (Al lawaSiq) and illustrating their types and to what extent the two languages are similar or different from each other in terms of affixation. To achieve the aims of the study, it is hypothesized that affixation is found in both languages. English and Arabic are inflected languages but Arabic uses inflection more than English. The order of the combination of derivational and inflectional affixes in the word is not the same in both languages. Both English and Arabic have words formed by the addition of more than one affix. There are similarities and differences between affixation in English and Arabic but the number of differences is larger than that of similarities. The procedure of investigation in carrying out the study involves describing affixation in English, and then in Arabic. The analysis of affixation in both languages is made followed by a comparison between the two languages. The findings of the study support its hypotheses.

## 2. Literature Review

### 2.1 Affixation in English

#### 2.1.1 Definitions of Affixation

Affixation is the morphological process of the word-formation. It creates words with lexical and grammatical information by adding affixes to the word. For example, in English, *fond* → *fondness*: the adjective *fond* is changed to the noun *fondness*.

#### 2.1.2 Ways of Classifying Affixes

Affixes can be classified according to two criteria: the position and the function of the affixes performed in the word.

##### 2.1.2.1 Positional Classification of Affixes

Affixes can be classified according to the position: prefixes, suffixes, infixes, circumfixes, and superfixes.

##### 2.1.2.1.1 Prefixes

A prefix can be defined as a type of affixes which is added to the beginning of the word. For example, the "un-" is a prefix: *selfish* → *unselfish*, which can usually change the meaning of the word to the opposite. Prefixes do not

## Concord in English and Arabic: A Contrastive Study

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### Abstract

The present study is a descriptive, analytic and contrastive one because it describes concord in English and Arabic to arrive at the similarities and differences between the two languages. This study aims at describing, analyzing and comparing concord in English and Arabic because the phenomenon of concord has attracted a great deal of attention in the recent years. It also aims at comparing and contrasting concord between the two languages by defining it, showing its syntactic and semantic aspects and illustrating its different types and rules. This study concludes that concord as a syntactic phenomenon exists in both languages. English deals with such a topic clearly and separately in grammar while in Arabic, it is not by being explained in sentences. Arab grammarians pay attention to the role of concord in the sentence and deal with it in different grammatical topics.

**Keywords:** contrastive linguistics, syntax, concord

### 1. Introduction

The study aims at comparing and contrasting concord in English and Arabic by defining it, showing its syntactic and semantic aspects and illustrating its different types and rules and to what extent the two languages are similar or different from each other in terms of concord. To achieve the aims of the study, it is hypothesized that that concord is found in both languages. Grammatical concord is used more than other types. Concord explains the syntactic and semantic relations of the sentence elements in the two languages and there are similarities and differences of concord in English and Arabic and the area of differences is wider than that of similarities. The procedure of investigation in carrying out this study involves studying concord in English, then in Arabic followed by a comparison made between both languages.

### 2. Definitions of Concord in English and Arabic

Concord is the general grammatical term of the language. In a basic sense, it refers to the relationship between two grammatical units. One unit which triggers the agreement relation is known as "controller" and the other unit which is determined by the controller known as "target". These two units are determined by syntactic and semantic characteristics which are called "agreement features". This means that if the subject is the controller and the verb is the target, the agreement features are represented by the use of number and person (Corbett, 2006, pp. 4-5). It is relatively limited in the present day and it occurs between the subject and the verb in the present tense. A third person singular subject is followed by a verb with -s suffix ending. This leads to divide the types of concord into three different groups in the syntactic level. In Arabic, concord (*muTaabaqa*) is a grammatical phenomenon which ascertains agreement between sentence elements. Although it is a very syntactic principle, it was not given much attention by old grammarians. Concord affects sentence components to agree with each other's features:

1) The boy wrote. (*alwaladu kataba*)

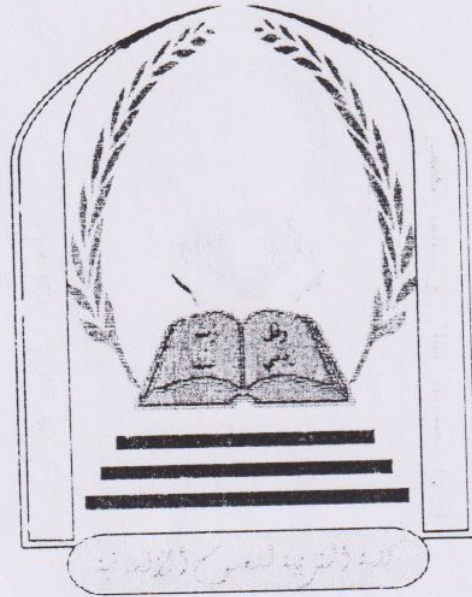
2) The girl wrote. (*albintu katabat*) (Hassan, 1979, p. 205). Concord is used to clarify the meaning of the sentence since it is used in speech, poetry and holy Koran (*ibn-manDur*, 1955, pp. 209-210).

### 3. Syntactic Aspect of Concord in English and Arabic

#### i. Guiding Principles

a- Grammatical concord refers to the agreement of subject and verb, pronoun and its antecedent, subject and complement etc. It is the most fundamental type of concord in which the verb matches the subject in number. A





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Iran EFL Learners' Performance on  
Middle Verbs

Hawraa Hasan Oraibi

College of Education for Humanities

English Department

**List of Abbreviations and symbols**

- S Subject
- N Noun
- V Verb
- O Object
- Od. Direct object
- Np. Noun phrase
- \* Ungrammatical sentence
- Act. Active voice
- Pass. Passive voice



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إلى : م. مرزوقة طعمة رحيل المحترمة .

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العدد : ٩٣  
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## An Investigation of the Relationship between Phonetics and Phonology

Fareed Al-Hindawi, Hussein Dhahi Al-Hassnawi, Hani Al-Ebadi

### Abstract

This paper investigates the controversial issue of the relationship between phonetics and phonology. Throughout literature, there are different views and opinions that tackle this relationship, but none of them is adopted as the acceptable one. This is so because each has evidence as well as its merits and demerits. Generally, three main views about the relationship between phonetics and phonology can be introduced: they are the same, they are different but arbitrarily related, they are different but conditionally integrated.

### Keywords

Phonology, phonetics, well-integrated, estranged, re-integrated

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- There are currently no refbacks.

### KEYWORDS

#### A Pragmà-stylistic Culture:

*Abstractive, Descriptive, Organizational, Registerive, Labored. The Pragmatic Nature of Manipulation: The Mission and the Reality in Iraqis.*  
 Short Story "Beautiful Story" written by the author (Hani Al-Ebadi) is a study of the relationship between phonetics and phonology. The author discusses the relationship between phonetics and phonology in the context of the Arabic language. The author argues that phonetics and phonology are not separate entities but are interconnected and interdependent. The author also discusses the role of phonetics and phonology in the development of the Arabic language and the culture of the Arabic people. The author concludes that phonetics and phonology are essential components of the Arabic language and the culture of the Arabic people.

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





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# Speech Acts and their Constructive Roles in Trump's Argumentation

<sup>1</sup>Hani K. Al-Ebadi, <sup>2</sup>Hayat hasan Kadhim, <sup>3</sup>Saad Abdullah Murdas

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Metonymy as a Pragmatic-Rhetorical Feature in some Speeches of Imam Ali.....(9)

## Metonymy as a Pragmatic-Rhetorical Feature in some Speeches of Imam Ali

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**Abstract**  
 The speech of Prophet Muhammad and his progeny (P.B.U.T) is regarded a main source for several sciences such as rhetoric and eloquence. Their speeches are expected to be an adequate corpus of analysis in the light of modern linguistic theories. As such, this paper investigates the pragmatic-rhetorical functions of metonymy in Imam Ali's (P.B.U.H) speeches. It aims at examining the applicability of one of the modern linguistic theories, namely rhetorical pragmatics, on Imam Ali's (P.B.U.H) speech. It is hypothesized that (a)Imam Ali's (P.B.U.H) speeches serve as data of analysis for testing the amphiboly of

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